


Texas Education Agency Standard Application System (SAS)

2017–2018 Perkins Reserve Grant				
Program authority:	Title I, Part A, Carl D. Perkins Career and Technical Education Act of 2006, Public Law 109-270, Section 112(a)(1)			FOR TEA USE ONLY Write NOGA ID here:
Grant Period:	November 13, 2017, to August 31, 2018			Place date stamp here <div style="writing-mode: vertical-rl; transform: rotate(180deg);"> RECEIVED TEXAS EDUCATION AGENCY 2017 SEP 25 AM 8:24 DOCUMENT CONTROL CENTER GRANTS ADMINISTRATION </div>
Application deadline:	5:00 p.m. Central Time, September 26, 2017			
Submittal information:	One original and two copies of the application, printed on one side only and signed by a person authorized to bind the applicant to a contractual agreement, must be received no later than the aforementioned date and time at this address: Document Control Center, Grants Administration Division Texas Education Agency, 1701 North Congress Ave. Austin, TX 78701-1494			
Contact information:	Diane Salazar: diane.salazar@tea.texas.gov ; (512) 936-6060			
<u>Schedule #1—General Information</u>				
Part 1: Applicant Information				
Organization name	County-District #		Amendment #	
Brazosport ISD	020905		00	
Vendor ID #	ESC Region #			
1746000885	04			
Mailing address		City	State	ZIP Code
PO Drawer Z		Freeport	TX	77541
Primary Contact				
First name	M.I.	Last name	Title	
Jessica	M	Jennings	Director of CTE	
Telephone #	Email address		FAX #	
979-730-7000 ext 10120	jessie.jennings@brazosportisd.net		979-730-7391	
Secondary Contact				
First name	M.I.	Last name	Title	
John	R	Redden	Executive Director of Compliance & Data Quality	
Telephone #	Email address		FAX #	
979-730-7000 ext 12326	jredden@brazosportisd.net		979-730-7391	
Part 2: Certification and Incorporation				

I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I further certify that any ensuing program and activity will be conducted in accordance with all applicable federal and state laws and regulations, application guidelines and instructions, the general provisions and assurances, debarment and suspension certification, lobbying certification requirements, special provisions and assurances, and the schedules attached as applicable. It is understood by the applicant that this application constitutes an offer and, if accepted by the Agency or renegotiated to acceptance, will form a binding agreement.

Authorized Official:

First name	M.I.	Last name	Title
Jessica	M	Jennings	Director of CTE
Telephone #	Email address		FAX #
979-730-7000 ext 10120	Jessie.jennings@brazosportisd.net		979-730-7391
Signature (blue ink preferred)	Date signed		


9/20/2017

Only the legally responsible party may sign this application.

Schedule #1—General Information

County-district number or vendor ID: 020905

Amendment # (for amendments only):

Part 3: Schedules Required for New or Amended Applications

An X in the "New" column indicates a required schedule that must be submitted as part of any new application. The applicant must mark the "New" checkbox for each additional schedule submitted to complete the application.

For amended applications, the applicant must mark the "Amended" checkbox for each schedule being submitted as part of the amendment.

Schedule #	Schedule Name	Application Type	
		New	Amended
1	General Information	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
2	Required Attachments and Provisions and Assurances	<input checked="" type="checkbox"/>	N/A
4	Request for Amendment	N/A	<input checked="" type="checkbox"/>
5	Program Executive Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
6	Program Budget Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
7	Payroll Costs (6100)	See Important Note For Competitive Grants*	<input type="checkbox"/>
8	Professional and Contracted Services (6200)		<input type="checkbox"/>
9	Supplies and Materials (6300)		<input type="checkbox"/>
10	Other Operating Costs (6400)		<input type="checkbox"/>
11	Capital Outlay (6600)		<input type="checkbox"/>
12	Demographics and Participants to Be Served with Grant Funds	<input checked="" type="checkbox"/>	<input type="checkbox"/>
13	Needs Assessment	<input checked="" type="checkbox"/>	<input type="checkbox"/>
14	Management Plan	<input checked="" type="checkbox"/>	<input type="checkbox"/>
15	Project Evaluation	<input checked="" type="checkbox"/>	<input type="checkbox"/>
17	Responses to TEA Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>
18	Equitable Access and Participation	<input checked="" type="checkbox"/>	<input type="checkbox"/>

***IMPORTANT NOTE FOR COMPETITIVE GRANTS:** Schedules #7, #8, #9, #10 and #11 are required schedules if any dollar amount is entered for the corresponding class/object code on Schedule #6—Program Budget Summary. For example, if any dollar amount is budgeted for class/object code 6100 on Schedule #6—Program Budget Summary, then Schedule #7—Payroll Costs (6100) is required. If it is either blank or missing from the application, **the application will be disqualified.**

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Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 020905

Amendment # (for amendments only):

Part 1: Required Attachments

The following table lists the fiscal-related and program-related documents that are required to be submitted with the application (attached to the back of each copy, as an appendix).

#	Applicant Type	Name of Required Fiscal-Related Attachment
No fiscal-related attachments are required for this grant.		
#	Name of Required Program-Related Attachment	Description of Required Program-Related Attachment
No program-related attachments are required for this grant.		

Part 2: Acceptance and Compliance

By marking an X in each of the boxes below, the authorized official who signs Schedule #1—General Information certifies his or her acceptance of and compliance with all of the following guidelines, provisions, and assurances.

Note that provisions and assurances specific to this program are listed separately, in Part 3 of this schedule, and require a separate certification.

X	Acceptance and Compliance
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the <u>General and Fiscal Guidelines</u> .
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the <u>program guidelines for this grant</u> .
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with all <u>General Provisions and Assurances requirements</u> .
<input checked="" type="checkbox"/>	I certify that I am not debarred or suspended. I also certify my acceptance of and compliance with all <u>Debarment and Suspension Certification requirements</u> .

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Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 020905

Amendment # (for amendments only):

Part 3: Program-Specific Provisions and Assurances☒ I certify my acceptance of and compliance with all program-specific provisions and assurances listed below.

#	Provision/Assurance
1.	The applicant provides assurance that program funds will supplement (increase the level of service), and not supplant (replace) state mandates, State Board of Education rules, and activities previously conducted with state or local funds. The applicant provides assurance that state or local funds may not be decreased or diverted for other purposes merely because of the availability of these funds. The applicant provides assurance that program services and activities to be funded from this grant will be supplementary to existing services and activities and will not be used for any services or activities required by state law, State Board of Education rules, or local policy.
2.	The applicant provides assurance that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.
3.	The applicant provides assurances that they will continue to meet all Statutory Requirements as outlined in their 2017–2018 Perkins Formula Grant incorporated by reference.
4.	The applicant assures that its ability is to meet the 20% match requirement.
5.	Applicants applying for Focus Area 1, 2, or 3 provide assurance that the curriculum they develop will be appropriately aligned to marketable skills in the identified high-demand occupations. It may include industry recognized credentialing as part of the degree plan.
6.	Applicants applying for Focus Area 1, 2, or 3 provide assurance that the development and implementation of industry experiences, including mentorship programs, internships, externships, and/or apprenticeship, will expose students to applied learning and real-world work activities in the identified high-demand occupation(s).
7.	Applicants applying for Focus Area 1, 2, or 3 provide assurance that, within 90 days of the grant start, awarded applicants will submit a Memorandum of Understanding (MOU) detailing the relationship between the dual credit partner, the LEA, and business and industry partner(s).

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Schedule #4—Request for Amendment

County-district number or vendor ID: 020905

Amendment # (for amendments only):

Part 1: Submitting an Amendment

This schedule is used to amend a grant application that has been approved by TEA and issued a Notice of Grant Award (NOGA). **Do not submit this schedule with the original grant application.** Refer to the instructions to this schedule for information on what schedules must be submitted with an amendment.

An amendment may be submitted by mail **or** by fax. Do not submit the same amendment by both methods. Amendments submitted via email will not be accepted.

If the amendment is mailed, submit three copies of each schedule pertinent to the amendment to the following address: Document Control Center, Grants Administration Division, Texas Education Agency, 1701 N. Congress Ave., Austin, TX 78701-1494.

If the amendment is faxed, submit one copy of each schedule pertinent to the amendment to either of the following fax numbers: (512) 463-9811 or (512) 463-9564.

The last day to submit an amendment to TEA is listed on the TEA Grant Opportunities page. An amendment is effective on the day TEA receives it in substantially approvable form. All amendments are subject to review and approval by TEA.

Part 2: When an Amendment Is Required

For all grants, regardless of dollar amount, prior written approval is required to make certain changes to the application. Refer to the "When to Amend the Application" guidance posted in the Amendment Submission Guidance section of the Grants Administration Division Administering a Grant page to determine when an amendment is required for this grant. Use that guidance to complete Part 3 and Part 4 of this schedule.

Part 3: Revised Budget

#	Schedule #	Class/ Object Code	A	B	C	D
			Grand Total from Previously Approved Budget	Amount Deleted	Amount Added	New Grand Total
1.	Schedule #7: Payroll	6100	\$	\$	\$	\$
2.	Schedule #8: Contracted Services	6200	\$	\$	\$	\$
3.	Schedule #9: Supplies and Materials	6300	\$	\$	\$	\$
4.	Schedule #10: Other Operating Costs	6400	\$	\$	\$	\$
5.	Schedule #11: Capital Outlay	6600	\$	\$	\$	\$
6.	Total costs:		\$	\$	\$	\$

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Schedule #4—Request for Amendment (cont.)

County-district number or vendor ID:

Amendment # (for amendments only):

Part 4: Amendment Justification

Line #	Schedule # Being Amended	Description of Change	Reason for Change
1.			
2.			
3.			
4.			
5.			
6.			
7.			

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Schedule #5—Program Executive Summary

County-district number or vendor ID: 020905

Amendment # (for amendments only):

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

Indicate the Focus Area for which you are applying. **Only one Focus Area may be selected per application, limit of two applications per LEA** (see Program Guidelines pages 8 and 11 for more information on eligibility requirements for each of the Focus Areas).

- ☐ Focus Area 1: Pathway Hubs, Rural Schools
- ☐ Focus Area 2: Pathway Hubs, Career Center Partnerships
- ☒ Focus Area 3: CTE Career Cluster
- ☐ Focus Area 4: Testing Site/Licensed Instructor

We are currently working to expand and broaden our CTE STEM endorsement program at Brazosport ISD. We currently offer courses involving Rocketry along with Computer Science courses but we want to establish pathways and clusters that will prepare students for high wage and high demand employment opportunities within the Gulf Coast region as well as the state. With that in mind, it is the goal of Brazosport ISD to develop and implement quality Engineering and Computer Science/Cybersecurity pathways for its students.

In order to successfully launch these programs, we plan to utilize Project Lead the Way (PLTW) starting with our 9th grade students. Upon entering high school, students will begin with their PLTW Introduction to Engineering Design course. Within this course, students will dig deeper into the engineering design process, utilizing math, science, and engineering standards. From there, students will enroll in Engineering Science covering a broad range of engineering topics including the mechanisms, the strength of structures and materials, and automation. Students will develop skills in problem solving, research, and design while learning strategies for design process documentation, collaboration, and presentation. Students will be provided an opportunity to then pursue Digital Electronics and a specialty Engineering course while completing their pathway their senior year with Engineering Design and Development which will qualify as their final course.

To prepare students for the workforce upon graduation, the AP College Board and Project Lead The Way (PLTW) have partnered on a program to encourage student participation in science, technology, engineering, and math (STEM) courses and build their interest in STEM degrees and careers. The program leverages the success of the College Board's Advanced Placement Program (AP) and Project Lead The Way's applied learning programs. This will provide students the opportunity for rigorous coursework while connecting advanced placement courses and curriculum opportunities.

Over the summer, Congress passed H.B. 3593 which amended current law pertaining to instruction in career and technical education courses, by allowing technical application courses pertaining to cybersecurity to fall under CTE, and create a cybersecurity pathway for a STEM endorsement. With that added flexibility, BISD would like to offer a Cybersecurity track through PLTW.

Through this track students would begin by taking a Fundamentals of Computer Science courses, followed by AP Computer Science Principles, to AP Computer Science, and complete their courses sequence their senior year with Cybersecurity. Through this avenue students will not only obtain AP course level credit and qualify to sit for their Computer Science AP exam, but their senior year they will take their CompTIA Security Plus certification exam which is part of the 2017-2018 Industry-Based Certification list for the A-F Accountability System, better equipping and prepare our students

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Schedule #5—Program Executive Summary (cont.)

County-district number or vendor ID: 020905

Amendment # (for amendments only):

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

for success upon completion of the program.

Implementation of this program will allow for 25 students in all three intermediate schools along with 25 students per program at each high school, providing 175 students the opportunity to pursue these programs. Industry experiences will include both those found within work-based sites along with Brazosport College. Every student who completes either of these programs will complete not only their Foundation STEM Endorsement track but also achieve a Distinguished Level of Achievement along with Performance Acknowledgements through completion of a dual credit course, an AP test, and/or obtaining an industry recognized certification.

Throughout the processes and courses detailed above students will obtain hands-on learning experiences specifically pertaining to their industry based career while obtaining course credit along with dual credit opportunities through our local Higher Education Institution, Brazosport College, along with certification opportunities such as the CompTIA Security Plus certificate.

For the first year we will implement The PLTW Gateway course, the PLTW Introduction to Engineering Design, along with the Fundamentals of Computer Science, and then will add additional courses that compliment and complete the pathway each year. We look forward to the opportunities and resources that will be made available to our students through these pathways. Both programs can be found within the top 25 occupations earning above Texas median wage in the Gulf Coast region. Both programs also lead towards careers which are considered one of the top high-skill, high-growth occupations targeted by the Texas Gulf Coast Workforce Board, providing a higher likelihood of employment upon completion of the program. The program will be open to all students, providing equal opportunities for at-risk along with non-traditional students. Students who are interested in pursuing a STEM based career pathway, especially in regard to Engineering and Cybersecurity upon graduation will be encouraged to pursue this route.

The Brazosport ISD CTE Advisory Council has indicated a steady increase in the demand of STEM related occupations, including those pertaining to Cybersecurity along with Engineering. As part of a highly petrochemical based area, plants including DOW, Freeport LNG, and BASF are working with LEAs and HIEs to ensure students are better equipped and career ready once entering their workforce. Brazosport ISD will also work to ensure that through collaborative efforts with our advisory board, we will assist students in becoming successful upon graduation.

UT Tyler has created an MOU with PLTW along with school districts, allowing for students completing the engineering program, to receive five college credits from their institutions. They designed online courses to run concurrently with Engineering Science and Introduction to Engineering Design, creating a strong opportunity for students through this partnership.

The administration team, including the superintendent for Brazosport ISD is committed to the success of its students and as a result has stated that they will approve a 26% match in funds in order to obtain and implement these programs for our students.

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Schedule #6—Program Budget Summary

County-district number or vendor ID: 020905				Amendment # (for amendments only):		
Program authority: Title I, Carl D. Perkins Career and Technical Education Act of 2006, P. L. 109-270, Sec. 112 (a)(1)						
Grant period: November 13, 2017, to August 31, 2018				Fund code: 244		
Budget Summary						
Schedule #	Title	Class/ Object Code	Program Cost	Admin Cost	Total Budgeted Cost	Match
Schedule #7	Payroll Costs (6100)	6100	\$	\$	\$	\$
Schedule #8	Professional and Contracted Services (6200)	6200	\$	\$	\$	\$
Schedule #9	Supplies and Materials (6300)	6300	\$18000	\$	\$18000	\$4680
Schedule #10	Other Operating Costs (6400)	6400	\$19600	\$	\$19600	\$5096
Schedule #11	Capital Outlay (6600)	6600	\$	\$	\$	\$
Grand total of budgeted costs (add all entries in each column):			\$37600	\$0	\$37600	\$9776
Administrative Cost Calculation						
Enter the total grant amount requested:					\$	
Percentage limit on administrative costs established for the program (5%):					× .05	
Multiply and round down to the nearest whole dollar. Enter the result.					\$	
This is the maximum amount allowable for administrative costs, including indirect costs:						

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Schedule #7—Payroll Costs (6100)					
County-district number or vendor ID: 020905			Amendment # (for amendments only):		
Employee Position Title		Estimated # of Positions 100% Grant Funded	Estimated # of Positions <100% Grant Funded	Grant Amount Budgeted	Match
Academic/Instructional					
1					
2	Educational aide			\$	\$
3	Tutor			\$	\$
Program Management and Administration					
4	Project director			\$	\$
5	Project coordinator			\$	\$
6	Teacher facilitator			\$	\$
7	Teacher supervisor			\$	\$
8	Secretary/administrative assistant			\$	\$
9	Data entry clerk			\$	\$
10	Grant accountant/bookkeeper			\$	\$
11	Evaluator/evaluation specialist			\$	\$
Auxiliary					
12	Counselor			\$	\$
13	Social worker			\$	\$
14	Community liaison/parent coordinator			\$	\$
Education Service Center (to be completed by ESC only when ESC is the applicant)					
15					
16					
17					
18					
19					
20					
Other Employee Positions					
21	Title			\$	\$
22	Title			\$	\$
23	Title			\$	\$
24	Subtotal employee costs:			\$	\$
Substitute, Extra-Duty Pay, Benefits Costs					
25	6112 Substitute pay			\$	\$
26	6119 Professional staff extra-duty pay			\$	\$
27	6121 Support staff extra-duty pay			\$	\$
28	6140 Employee benefits			\$	\$
29	61XX Tuition remission (IHEs only)			\$	\$
30	Subtotal substitute, extra-duty, benefits costs			\$	\$
31	Grand total (Subtotal employee costs plus subtotal substitute, extra-duty, benefits costs):			\$	\$

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division Administering a Grant page.

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By TEA staff person:

Schedule #8—Professional and Contracted Services (6200)			
County-district number or vendor ID: 020905		Amendment # (for amendments only):	
NOTE: Specifying an individual vendor in a grant application does not meet the applicable requirements for sole-source providers. TEA's approval of such grant applications does not constitute approval of a sole-source provider.			
Professional and Contracted Services Requiring Specific Approval			
Expense Item Description		Grant Amount Budgeted	Match
6269	Rental or lease of buildings, space in buildings, or land	\$	\$
	Specify purpose:		
a. Subtotal of professional and contracted services (6200) costs requiring specific approval:		\$	\$
Professional and Contracted Services			
#	Description of Service and Purpose	Grant Amount Budgeted	Match
1		\$	\$
2		\$	\$
3		\$	\$
4		\$	\$
5		\$	\$
6		\$	\$
7		\$	\$
8		\$	\$
9		\$	\$
10		\$	\$
11		\$	\$
12		\$	\$
13		\$	\$
14		\$	\$
b. Subtotal of professional and contracted services:		\$	\$
c. Remaining 6200—Professional and contracted services that do not require specific approval:		\$	\$
(Sum of lines a, b, and c) Grand total		\$	\$

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division Administering a Grant page.

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Schedule #9—Supplies and Materials (6300)			
County-District Number or Vendor ID: 020905		Amendment number (for amendments only):	
Supplies and Materials Requiring Specific Approval			
		Grant Amount Budgeted	Match
6300	Total supplies and materials that do not require specific approval:	\$18000	\$4680
Grand total:		\$18000	\$4680

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division Administering a Grant page.

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Schedule #10—Other Operating Costs (6400)			
County-District Number or Vendor ID: 020905		Amendment number (for amendments only):	
Expense Item Description		Grant Amount Budgeted	Match
6413	Stipends for non-employees other than those included in 6419	\$	\$
6419	Non-employee costs for conferences. Requires pre-authorization in writing.	\$	\$
Subtotal other operating costs requiring specific approval:		\$	\$
	Remaining 6400—Other operating costs that do not require specific approval:	\$19600	\$5096
Grand total:		\$19600	\$5096

In-state travel for employees does not require specific approval.

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division Administering a Grant page.

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Schedule #11—Capital Outlay (6600)

County-District Number or Vendor ID: 020905

Amendment number (for amendments only):

#	Description and Purpose	Quantity	Unit Cost	Grant Amount Budgeted	Match
6669—Library Books and Media (capitalized and controlled by library)					
1		N/A	N/A	\$	\$
66XX—Computing Devices, capitalized					
2			\$	\$	\$
3			\$	\$	\$
4			\$	\$	\$
5			\$	\$	\$
6			\$	\$	\$
7			\$	\$	\$
8			\$	\$	\$
9			\$	\$	\$
10			\$	\$	\$
11			\$	\$	\$
66XX—Software, capitalized					
12			\$	\$	\$
13			\$	\$	\$
14			\$	\$	\$
15			\$	\$	\$
16			\$	\$	\$
17			\$	\$	\$
18			\$	\$	\$
66XX—Equipment, furniture, or vehicles					
19			\$	\$	\$
20			\$	\$	\$
21			\$	\$	\$
22			\$	\$	\$
23			\$	\$	\$
24			\$	\$	\$
25			\$	\$	\$
26			\$	\$	\$
27			\$	\$	\$
28			\$	\$	\$
66XX—Capital expenditures for additions, improvements, or modifications to capital assets that materially increase their value or useful life (not ordinary repairs and maintenance)					
29				\$	\$
Grand total:				\$	\$

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division Administering a Grant page.

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Schedule #12—Demographics and Participants to Be Served with Grant Funds

County-district number or vendor ID: 020905

Amendment # (for amendments only):

Part 1: Student/Teacher Demographics of Population To Be Served With Grant Funds. Enter the data requested for the population to be served by this grant program. If data is not available, enter DNA. Use the comment section to add a description of any data not specifically requested that is important to understanding the population to be served by this grant program. Response is limited to space provided. Use Arial font, no smaller than 10 point.

Student Category	Student Number	Student Percentage	Comment
Economically disadvantaged	1451	42.5%	Based off 9-12 Enrollment Numbers for both high school campuses
Limited English proficient (LEP)	115	3.36%	Based off 9-12 Enrollment Numbers for both high school campuses
Attendance rate	NA	95%	Based on 2015-2016 TAPR
Annual dropout rate (Gr 9-12)	NA	1.5%	Based on 2015-2016 TAPR
Teacher Category	Teacher Number	Teacher Percentage	Comment
1-5 Years Exp.	69	32.4%	Based on 2015-2016 TAPR for 9-12 Campuses
6-10 Years Exp.	43	20.2%	Based on 2015-2016 TAPR for 9-12 Campuses
11-20 Years Exp.	53	24.9%	Based on 2015-2016 TAPR for 9-12 Campuses
20+ Years Exp.	48	22.5%	Based on 2015-2016 TAPR for 9-12 Campuses
No degree	2	1%	Based on 2015-2016 TAPR for 9-12 Campuses
Bachelor's Degree	155	72.7%	Based on 2015-2016 TAPR for 9-12 Campuses
Master's Degree	54	25.3%	Based on 2015-2016 TAPR for 9-12 Campuses
Doctorate	2	1%	Based on 2015-2016 TAPR for 9-12 Campuses

Part 2: Students/Teachers To Be Served With Grant Funds. Enter the number of students in each grade, by type of school, projected to be served under the grant program.

School Type: ☒ Public ☐ Open-Enrollment Charter ☐ Private Nonprofit ☐ Private For Profit ☐ Public Institution

Students														
PK	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
										960	914	853	687	3414

Teachers														
PK	K	1	2	3	4	5	6	7	8	9	10	11	12	Total

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Schedule #13—Needs Assessment

County-district number or vendor ID: 020905

Amendment # (for amendments only):

Part 1: Process Description. A needs assessment is a systematic process for identifying and prioritizing needs, with "need" defined as the difference between current achievement and desired outcome or required accomplishment. Describe your needs assessment process, including a description of how needs are prioritized. If this application is for a district level grant that will only serve specific campuses, list the name of the campus(es) to be served and why they were selected. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

In determining our needs assessment, the number one priority and question posed for Brazosport ISD, is how can we as a district, help our students be successful. In determining what success looks like, it can vary from student to student, depending on a variety of internal and external factors. In regards to Career and Technical Education, we base our needs off assisting students discover what their goals and aspirations are once they leave our doors. We have counselors who assist our intermediate and high school students with creating their Personal Graduation Plans along with taking career interest inventory assessments that assist in helping them discover potential careers of interest and goals.

From there we also want to meet the needs and demands of our community and industry within the Gulf Coast region. We have created a CTE Advisory Council in which business and industry representatives meet with Brazosport ISD representatives and discuss programs they feel would be beneficial for the Gulf Coast area. We couple this with data compiled by workforce data analysts that show employment growth prospects for areas and high-need, high-growth, along with high-wage, and forecasts for the next 10 years in terms of what our industry will be most in need of.

It is from these needs and assessments that we have concluded that Brazosport ISD needed to implement both an Engineering and Computer Science/Cybersecurity pathway at our two high school campuses, Brazosport High School and Brazoswood High School. We as a district know this will be beneficial all stakeholders within our community and area. Through these two pathway, we want to reinvent the classroom experience, creating engaging hands-on activities, projects, and problems, while empower our students to solve real-world challenges, and inspire them to reimagine how they see themselves and their potential.

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Schedule #13—Needs Assessment (cont.)

County-district number or vendor ID: 020905

Amendment # (for amendments only):

Part 2: Alignment with Grant Goals and Objectives. List your top three to five needs, in rank order of assigned priority. Describe how those needs would be effectively addressed by implementation of this grant program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Identified Need	How Implemented Grant Program Would Address
1.	Brazosport ISD has a need to create more clusters that provide more opportunities to students to explore and begin their pathway towards a high wage and high demand careers that are aligned with Texas Gulf Coast industry demands and needs.	With the ability to purchase Project Lead The Way, Brazosport ISD would be able to purchase curriculum, materials, and resources that would create career clusters such as Engineering and Computer Science/Cybersecurity, both of which are listed as one of the top in demand high wage career opportunities within the Gulf Coast region.
2.	Building a strong STEM program for our students interested in pursuing areas in Science, Technology, Engineering, and Mathematics.	Implementing this curriculum with received grant funds would allow both high school campuses to create and build both a strong Technology pathway along with a solid Engineering program that students excel and succeed in.
3.	Increase high school graduation rates along with CTE course sequence completion rates, effectively reducing the dropout rate on both campuses.	By identifying and promoting more pathways and opportunities for students, the ability to recruit and retain students through these programs should increase the number of high school completers.
4.	Develop and implement programs that are responsive to the individual needs and goals of students, while expanding opportunities for CTE students that lead to opportunities of employment in all aspects of industry.	These two programs would allow students to acquire real-world environment training, hands-on learning experiences and opportunities, and as a result enable them to graduate with skills needed for either employment or success in a subsequent postsecondary program.
5.		

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By TEA staff person:

Schedule #14—Management Plan

County-district number or vendor ID: 020905

Amendment # (for amendments only):

Part 1: Staff Qualifications. List the titles of the primary project personnel and any external consultants projected to be involved in the implementation and delivery of the program, along with desired qualifications, experience, and any requested certifications. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Title	Desired Qualifications, Experience, Certifications
1.	Director of Career and Technical Education	Master's degree in Education Administration with Mid Management or Principal Certification. Experience in building quality CTE programs
2.	Project Lead the Way Consultants	A consultant with multiple years of experience within PLTW with a thorough knowledge and understanding of both programs as well as experience in how it was implemented within other school districts in the state of Texas.
3.	Engineering Instructors	Certification :Mathematics/Physical Science/Engineering: Grades 6-12 Grades 8-12 Science, Technology, Engineering, and Mathematics: Grades 6-12 Secondary Industrial Arts Industrial Technology Technology Education: Grades 6-12 Real world experience preferred.
4.	Computer Science/Cybersecurity Instructors	Certification: Computer Science: Grades 8-12 Real world experience preferred.

Part 2: Milestones and Timeline. Summarize the major objectives of the planned project, along with defined milestones and projected timelines. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Objective	Milestone	Begin Activity	End Activity
1.	Build Programs	1. Build pathways for both programs	09/01/2017	09/30/2017
		2. Complete course addition requests	09/01/2017	09/30/2017
		3. Implement new courses within the course handbook	10/1/2017	10/30/2017
		4. Inform students of exciting new programs	12/01/2017	02/01/2018
		5. Determine quality instructors to teach course	10/1/2017	03/01/2018
2.	Receive Supplies and Materials	1. Obtain final inventory needs list and PO from PLTW Consultants and process order	12/01/2017	02/01/2018
		2. Purchase and receive supplies, materials, and equipment	03/01/2018	05/01/2018
		3. Inventory, prepare, and set up classrooms	05/01/2018	07/01/2018
3.	Kickoff Initial Courses	1. Student course selection	02/01/2018	03/01/2018
		2. Determine number of sections	03/01/2018	03/31/2018
		3. Enroll and finalize students	05/01/2018	05/31/2018
4.	Build for following years	1. Survey students and faculty to determine effectiveness	05/01/2018	05/31/2018
		2. Create and build follow-up courses including AP and capstone courses	05/01/2018	05/01/2020
		3. Implement and then increase number of certifications, AP and dual credit awarded within program	05/01/2018	05/01/2020
		4. Increase pathway/course enrollment numbers at both campuses.	05/01/2018	05/01/2020

Unless pre-award costs are specifically approved by TEA, grant funds will be used to pay only for activities occurring between the beginning and ending dates of the grant, as specified on the Notice of Grant Award.

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Schedule #14—Management Plan (cont.)

County-district number or vendor ID: 020905

Amendment # (for amendments only):

Part 3: Feedback and Continuous Improvement. Describe the process and procedures your organization currently has in place for monitoring the attainment of goals and objectives. Include a description of how the plan for attaining goals and objectives is adjusted when necessary and how changes are communicated to administrative staff, teachers, students, parents, and members of the community. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Brazosport ISD currently monitors the attainment of goals objectives through both qualitative and quantitative data obtained. Surveys and feedback reports are compiled and coupled with reports generated through TAPR, PBMAS, and district run data through OnData Suite which tracks certification numbers, dual credit awarded, graduation and attendance rates, along with course sequence completers.

Changes and updates are communicated to stakeholders within the district are communicated through a variety of avenues including our BISS Bulletin, Advisory Committees/Councils, board meetings, social media, and other news outlets.

Part 4: Sustainability and Commitment. Describe any ongoing, existing efforts that are similar or related to the planned project. How will you coordinate efforts to maximize effectiveness of grant funds? How will you ensure that all project participants remain committed to the project's success? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

As with the implementation with any new program you must have investment by all participants attached to the project, in order to have higher likelihood of effectiveness and success, while creating an expectation of longevity and sustainability. Brazosport ISD creates and establishes a network of support systems for both students and staff. These systems include support from administrators as well as resources that can assist throughout the duration of the program.

Having multiple contributors and personnel involved in implementation and sustainability creates a sense of network accountability to where everyone is dedicated, committed, and involved in the project at hand. The district has already committed that any additional funds and resources that may be necessary to support stakeholders will be provided through the district.

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Schedule #15—Project Evaluation

County-district number or vendor ID: 020905

Amendment # (for amendments only):

Part 1: Evaluation Design. List the methods and processes you will use on an ongoing basis to examine the effectiveness of project strategies, including the indicators of program accomplishment that are associated with each. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Evaluation Method/Process	Associated Indicator of Accomplishment	
1.	Instructor Evaluation	1.	Teachers feel they have a strong comprehension of necessary curriculum needed to effectively instruct students
		2.	Instructors feel confident in ensuring they can efficiently and effectively assist students in successfully completing the program and passing their certification and AP exams
2.	Student Evaluation	1.	Students feel confident they will perform exemplary on their certification and AP exams.
		2.	Students feel they are prepared for success within their respected field moving forward.
		3.	Student performance data reports positive results
3.	Business/Industry Evaluation	1.	Industry representatives feel confident in student preparedness
		2.	Representatives need for more positions within these fields
4.	Administrative Evaluation	1.	The district has a clearly stated mission for growth and success of these programs
		2.	PGPs and schedules are created that align with the program along with the student interest indicators

Part 2: Data Collection and Problem Correction. Describe the processes for collecting data that are included in the evaluation design, including program-level data such as program activities and the number of participants served, and student-level academic data, including achievement results and attendance data. How are problems with project delivery to be identified and corrected throughout the project? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Data will be collected mainly through the yearly CTE Program Evaluation that is distributed to all CTE representatives including instructors, students, business/industry members, along with the administration team. Data collected from these surveys will also be utilized side by side with performance measures found on the CTE indicators on the Performance Based Monitoring Analysis System (PBMAS) as well as the Texas Academic Performance Reports (TAPR) for both campuses and the district. These will identify performance and effectiveness within the programs along with the populations served, achievement results, and attendance data.

Problems found within the data will reported to all constituents and corrected to best meet the needs of the students in effort to better ensure success within the program as well as post-secondary success.

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Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 020905

Amendment # (for amendments only):

TEA Program Requirement 1: Explain how the project identified the high-demand occupations and their related programs of study in partnership with the local workforce development board. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Applicants applying for Focus Areas 1, 2, or 3 must address this question.

A program of study in Engineering will allow students to explore the multitude of opportunities found within the Engineering field of study such as Electrical, Chemical, Mechanical, and Petroleum. A program of study within Computer Science/Cybersecurity creates and develops a passion for employment industries such as Information Security Analysts, Computer Systems Analysts, and Software Developers, all of which are in high demand not only across the state but more importantly, here within the Gulf Coast area.

According the Texas Workforce Commission, by 2024 the Technical Services industry is expected to grow by 26.2 percent, resulting in almost 170,000 added jobs across the state. Projections indicate that many jobs will be available in highly skilled positions such as Computer Systems Analyst having a 41.7% growth, and Software Developers, Systems Software having a 36.6% growth. These positions indicate an average annual wage of \$97,000 for Computer Systems Analysts and \$108,500 for Software Developers.

Here locally, according to Workforce Solutions, High-Skill, High-Growth Occupations Targeted by the Gulf Coast Workforce Board, the employment rate for engineers is expected to increase by 30.7% with the largest subcategory growth found in Petroleum Engineers which is projected to increase by 33.3%. Computer System Analysts are projected to grow by 33.6% within the Gulf Coast region alone, making both of these areas two of the top three high-skills high-growth job industries in the Texas Gulf Coast.

According to the Gulf Coast Workforce Board, these are jobs that offer the best employment opportunities for Gulf Coast residents now and in the immediate future. Criteria used to identify and rank these occupations are projected employment for 2022 equal to or greater than the average for all occupations within the region, projected growth rate equal to or greater than the average of all occupations within the region, and median hourly wages equal to or greater than the median for all occupations within the region.

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Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 020905

Amendment # (for amendments only):

TEA Program Requirement 2: Describe how you will design at least one program of study that spans secondary and postsecondary education and includes an appropriate sequence of courses that are aligned with high-demand occupations identified by local regional workforce board. The program of study should build in rigor as students progress through high school. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Applicants applying for Focus Areas 1, 2, or 3 must address this question.

Both the Engineering and Cybersecurity programs of study will be beneficial not within a student's secondary coursework but will span past graduation and be beneficial in their pursuit of a degree at the postsecondary level as well. As stated earlier, both programs of study involve coursework that will be beneficial in obtaining a high-demand and high-growth occupation within the Texas Gulf Coast region. Both courses will involve introductory principles level courses that will introduce the programs giving freshmen an in-depth look as to what the programs along with potential careers will look like and include. This will be beneficial in providing our students with a thorough overview of the program and allowing them the opportunity to explore if this course pathway is for them.

From there, courses will begin to build in rigor and build on top of one another until the program culminated with its capstone senior level course. Both programs would include a final course that would result in either an End of Program certification or dual credit/articulated credit which would be applicable to multiple postsecondary institutions upon graduation.

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Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 020905

Amendment # (for amendments only):

TEA Program Requirement 3: Provide a sample crosswalk that identifies postsecondary coursework that would be required of a student in the program of study in order to complete a certificate or receive an associate's degree from the partnering general academic teaching institution(s) within two to three years of graduating from high school. The crosswalk may also demonstrate how the project can lead to a bachelor's degree. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Applicants applying for Focus Areas 1, 2, or 3 must address this question.

Recognizing the importance of increasing the number of engineering baccalaureate graduates, along with improving pathways that lead to timely graduation, institutions such as UT Tyler have provided credit by examination for Project Lead the Way courses within Engineering.

The University of Texas at Tyler will provide credit to students who successfully complete a selected series of Project Lead the Way End of Course Exams. To receive credit for the course, students must earn a Stanine score of 7 or higher. If they achieve this score after successfully completing PLTW Introduction to Engineering Design and Principles of Engineering, along with passing a PLTW specialist course such as Digital Electronics or Computer Integrated Manufacturing, will be given credit for ENGR 1204 Engineering Graphics, along with ENGR 1201 Introduction to Engineering.

Texas A&M University- Kingsville has provided articulated credit to students who complete PLTW Engineering and enroll in TAMUK. Students who successfully complete PLTW Introduction to Engineering Design and Principles of Engineering will be given articulated credit for one of the following courses depending on their major: AEEN 1310 Computer Graphics and Applications, IMEN 1311 Technical CAD, or MEEN 1310 Computer-Based Graphics and Design. If they also complete a specialization course such as Digital Electronics or Computer Integrated Manufacturing, they will be given additional articulated credit for the following courses; UNIV 1101 Learning in a Global Context I, UNIV 1102 Learning in a Global Context II, and an additional graphics course.

Texas State University in San Marcos has also realized the need to strengthen the pipeline of successful engineers within the state of Texas and have provided articulated credit for students. PLTW Introduction to Engineering Design will be accepted as ENGR 1413 Engineering Graphics and PLTW Digital Electronics will be accepted as EE 2320 Digital Logic. These credits obtained would provide beneficial postsecondary credit that would be required of a student enrolled in an engineering program in efforts to obtain a bachelor's degree, and further their likelihood of success and completion of this program.

As Cybersecurity is still a new program within high schools, and was just classified as CTE by the Texas Legislature over the summer, dual credit pathways have not yet been established, but many post-secondary institutions such as Texas State Technical College with one of the leading Cybersecurity programs, along with other campuses are interested in creating these partnerships and agreements.

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 020905

Amendment # (for amendments only):

TEA Program Requirement 4: Identify the partner organizations that will help carry out the grant. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point. **Applicants applying for Focus Areas 1, 2, or 3 must address this question.**

Along with the district, the main partner organization used to help carry out the grant will be Project Lead the Way. This organization will be instrumental in providing transformational leading and learning experiences to our students as well as our instructors here at Brazosport ISD. Projects developed through their program will be hands-on engaging and provide real-world learning experiences for its students.

TEA Program Requirement 5: Identify at least one industry partner that will assist with curriculum development to support relevant and frequent industry experiences for students participating in the program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point. **Applicants applying for Focus Areas 1, 2, or 3 must address this question.**

Industry partners from our local CTE Advisory Board are supportive of the implementation of both of these new programs and have said they will support and assist with curriculum development. This can include things like job shadowing at various industry settings in positions that are applicable to the career clusters such as Engineers within the plants and Cybersecurity analysts.

These partners can include local businesses hiring Information Technology analysts, along with those which employ various types of engineers, to corporations located within our county including major petrochemical plants and refineries.

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Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 020905

Amendment # (for amendments only):

TEA Program Requirement 6: Propose a sustainability plan to ensure that the school(s) will continue to meet the goals of the grant program after the end of the grant program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Applicants applying for Focus Areas 1, 2, or 3 must address this question.

Instructors and counselors will continually inform students about the pathway of courses involved within the program and the benefit of completing the program in terms of long range goals and planning. Counselors will be diligent in following a student's Personal Graduation Plan and enrolling them in subsequent course upon completion of previous required course. Every year new course additions will be created until the capstone course is initiated, upon which the program will be fully implemented.

Brazosport ISD is committed to the continued success and growth of these programs well after the end of the grant period. As a result, the district will continue to pay for consumable supplies pertaining the program, repairing of any necessary equipment, the annual participation fee, along with professional development for new instructors. Funds will be budgeted annually for Instructional Supplies and Professional Development for the Engineering program as well as the Cybersecurity program.

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Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 020905

Amendment # (for amendments only):

TEA Program Requirement 7: List capstone industry certifications and programs of study that were identified in partnership with postsecondary, industry, or other LEAs. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Applicants applying for Focus Area 4 must address this question.

Within the Cybersecurity pathway, students will complete the Cybersecurity course their senior year as a capstone course and within this course they take their CompTIA Security Plus certification exam through CompTIA which will be a beneficial and applicable industry based certification. Their sophomore and junior year they will take the AP Computer Science Principles course and the AP Computer Science course which will provide them the opportunity to take their AP exam in order to obtain college credit with postsecondary institutions. Brazosport ISD will also remain at the forefront of setting the standard in providing the best quality of education for our students and as a result will remain aware and promote any additional certifications that are initiated or implemented towards these programs in the coming years.

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Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 020905

Amendment # (for amendments only):

TEA Program Requirement 8: Explain how the awarding of a Perkins Reserve Grant will complement the existing CTE program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Applicants applying for Focus Area 4 must address this question.

Funds received from the Perkins Reserve Grant will not only complement the existing CTE program but will be beneficial in it's growth and continued efforts for success for our students. These useful funds will be utilized to grow our STEM endorsement within two different programs, providing students with more career oriented options and opportunities for success.

As with any CTE program within districts across the state, one of their main goals is to create and enhance a career and technical education program to allow students to acquire experiences that will enable them for success upon graduation. These two programs would allow students to acquire real-world environment training, hands-on learning experiences and opportunities, and as a result enable them to graduate with skills needed for either employment or success in a subsequent postsecondary program. Implementation of these programs would facilitate growth of program options within the areas of science, technology, engineering, and mathematics.

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Schedule #18—Equitable Access and Participation

County-District Number or Vendor ID: 020905

Amendment number (for amendments only):

No Barriers

#	No Barriers	Students	Teachers	Others
000	The applicant assures that no barriers exist to equitable access and participation for any groups	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

Barrier: Gender-Specific Bias

#	Strategies for Gender-Specific Bias	Students	Teachers	Others
A01	Expand opportunities for historically underrepresented groups to fully participate	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
A02	Provide staff development on eliminating gender bias	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
A03	Ensure strategies and materials used with students do not promote gender bias	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
A04	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of gender	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
A05	Ensure compliance with the requirements in Title IX of the Education Amendments of 1972, which prohibits discrimination on the basis of gender	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
A06	Ensure students and parents are fully informed of their rights and responsibilities with regard to participation in the program	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
A99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Cultural, Linguistic, or Economic Diversity

#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B01	Provide program information/materials in home language	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
B02	Provide interpreter/translator at program activities	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
B03	Increase awareness and appreciation of cultural and linguistic diversity through a variety of activities, publications, etc.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
B04	Communicate to students, teachers, and other program beneficiaries an appreciation of students' and families' linguistic and cultural backgrounds	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
B05	Develop/maintain community involvement/participation in program activities	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
B06	Provide staff development on effective teaching strategies for diverse populations	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
B07	Ensure staff development is sensitive to cultural and linguistic differences and communicates an appreciation for diversity	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
B08	Seek technical assistance from education service center, technical assistance center, Title I, Part A school support team, or other provider	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
B09	Provide parenting training	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
B10	Provide a parent/family center	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
B11	Involve parents from a variety of backgrounds in decision making	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

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Schedule #18—Equitable Access and Participation (cont.)

County-District Number or Vendor ID: 020905

Amendment number (for amendments only):

Barrier: Cultural, Linguistic, or Economic Diversity (cont.)

#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B12	Offer "flexible" opportunities for parent involvement including home learning activities and other activities that don't require parents to come to the school	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
B13	Provide child care for parents participating in school activities	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
B14	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
B15	Provide adult education, including high school equivalency (HSE) and/or ESL classes, or family literacy program	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
B16	Offer computer literacy courses for parents and other program beneficiaries	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
B17	Conduct an outreach program for traditionally "hard to reach" parents	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
B18	Coordinate with community centers/programs	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
B19	Seek collaboration/assistance from business, industry, or institutions of higher education	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
B20	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of race, national origin, and color	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
B21	Ensure compliance with the requirements in Title VI of the Civil Rights Act of 1964, which prohibits discrimination on the basis of race, national origin, and color	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
B22	Ensure students, teachers, and other program beneficiaries are informed of their rights and responsibilities with regard to participation in the program	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
B23	Provide mediation training on a regular basis to assist in resolving disputes and complaints	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
B99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Gang-Related Activities

#	Strategies for Gang-Related Activities	Students	Teachers	Others
C01	Provide early intervention	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
C02	Provide counseling	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
C03	Conduct home visits by staff	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
C04	Provide flexibility in scheduling activities	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
C05	Recruit volunteers to assist in promoting gang-free communities	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
C06	Provide mentor program	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
C07	Provide before/after school recreational, instructional, cultural, or artistic programs/activities	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

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Schedule #18—Equitable Access and Participation (cont.)

County-District Number or Vendor ID: 020905

Amendment number (for amendments only):

Barrier: Gang-Related Activities (cont.)

#	Strategies for Gang-Related Activities	Students	Teachers	Others
C08	Provide community service programs/activities	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
C09	Conduct parent/teacher conferences	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
C10	Strengthen school/parent compacts	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
C11	Establish collaborations with law enforcement agencies	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
C12	Provide conflict resolution/peer mediation strategies/programs	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
C13	Seek collaboration/assistance from business, industry, or institutions of higher education	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
C14	Provide training/information to teachers, school staff, and parents to deal with gang-related issues	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
C99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Drug-Related Activities

#	Strategies for Drug-Related Activities	Students	Teachers	Others
D01	Provide early identification/intervention	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
D02	Provide counseling	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
D03	Conduct home visits by staff	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
D04	Recruit volunteers to assist in promoting drug-free schools and communities	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
D05	Provide mentor program	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
D06	Provide before/after school recreational, instructional, cultural, or artistic programs/activities	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
D07	Provide community service programs/activities	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
D08	Provide comprehensive health education programs	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
D09	Conduct parent/teacher conferences	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
D10	Establish school/parent compacts	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
D11	Develop/maintain community collaborations	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
D12	Provide conflict resolution/peer mediation strategies/programs	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
D13	Seek collaboration/assistance from business, industry, or institutions of higher education	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
D14	Provide training/information to teachers, school staff, and parents to deal with drug-related issues	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
D99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Visual Impairments

#	Strategies for Visual Impairments	Students	Teachers	Others
E01	Provide early identification and intervention	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
E02	Provide program materials/information in Braille	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

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Barrier: Visual Impairments

#	Strategies for Visual Impairments	Students	Teachers	Others
E03	Provide program materials/information in large type	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
E04	Provide program materials/information in digital/audio formats	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
E05	Provide staff development on effective teaching strategies for visual impairment	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
E06	Provide training for parents	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
E07	Format materials/information published on the internet for ADA accessibility	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
E99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Hearing Impairments

#	Strategies for Hearing Impairments			
F01	Provide early identification and intervention	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
F02	Provide interpreters at program activities	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
F03	Provide captioned video material	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
F04	Provide program materials and information in visual format	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
F05	Use communication technology, such as TDD/relay	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
F06	Provide staff development on effective teaching strategies for hearing impairment	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
F07	Provide training for parents	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
F99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Learning Disabilities

#	Strategies for Learning Disabilities	Students	Teachers	Others
G01	Provide early identification and intervention	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
G02	Expand tutorial/mentor programs	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
G03	Provide staff development in identification practices and effective teaching strategies	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
G04	Provide training for parents in early identification and intervention	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
G99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Other Physical Disabilities or Constraints

#	Strategies for Other Physical Disabilities or Constraints	Students	Teachers	Others
H01	Develop and implement a plan to achieve full participation by students with other physical disabilities or constraints	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
H02	Provide staff development on effective teaching strategies	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
H03	Provide training for parents	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
H99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Barrier: Inaccessible Physical Structures

#	Strategies for Inaccessible Physical Structures	Students	Teachers	Others
J01	Develop and implement a plan to achieve full participation by students with other physical disabilities/constraints	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
J02	Ensure all physical structures are accessible	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
J99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Absenteeism/Truancy

#	Strategies for Absenteeism/Truancy	Students	Teachers	Others
K01	Provide early identification/intervention	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
K02	Develop and implement a truancy intervention plan	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
K03	Conduct home visits by staff	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
K04	Recruit volunteers to assist in promoting school attendance	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
K05	Provide mentor program	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
K06	Provide before/after school recreational or educational activities	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
K07	Conduct parent/teacher conferences	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
K08	Strengthen school/parent compacts	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
K09	Develop/maintain community collaborations	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
K10	Coordinate with health and social services agencies	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
K11	Coordinate with the juvenile justice system	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
K12	Seek collaboration/assistance from business, industry, or institutions of higher education	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
K99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: High Mobility Rates

#	Strategies for High Mobility Rates	Students	Teachers	Others
L01	Coordinate with social services agencies	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
L02	Establish collaborations with parents of highly mobile families	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
L03	Establish/maintain timely record transfer system	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
L99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Lack of Support from Parents

#	Strategies for Lack of Support from Parents	Students	Teachers	Others
M01	Develop and implement a plan to increase support from parents	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
M02	Conduct home visits by staff	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

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Barrier: Lack of Support from Parents (cont.)

#	Strategies for Lack of Support from Parents	Students	Teachers	Others
M03	Recruit volunteers to actively participate in school activities	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
M04	Conduct parent/teacher conferences	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
M05	Establish school/parent compacts	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
M06	Provide parenting training	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
M07	Provide a parent/family center	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
M08	Provide program materials/information in home language	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
M09	Involve parents from a variety of backgrounds in school decision making	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
M10	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
M11	Provide child care for parents participating in school activities	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
M12	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
M13	Provide adult education, including HSE and/or ESL classes, or family literacy program	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
M14	Conduct an outreach program for traditionally "hard to reach" parents	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
M15	Facilitate school health advisory councils four times a year	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
M99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Shortage of Qualified Personnel

#	Strategies for Shortage of Qualified Personnel	Students	Teachers	Others
N01	Develop and implement a plan to recruit and retain qualified personnel	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
N02	Recruit and retain personnel from a variety of racial, ethnic, and language minority groups	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
N03	Provide mentor program for new personnel	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
N04	Provide intern program for new personnel	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
N05	Provide an induction program for new personnel	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
N06	Provide professional development in a variety of formats for personnel	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
N07	Collaborate with colleges/universities with teacher preparation programs	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
N99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Lack of Knowledge Regarding Program Benefits

#	Strategies for Lack of Knowledge Regarding Program Benefits	Students	Teachers	Others
P01	Develop and implement a plan to inform program beneficiaries of program activities and benefits	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
P02	Publish newsletter/brochures to inform program beneficiaries of activities and benefits	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

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Barrier: Lack of Knowledge Regarding Program Benefits (cont.)

#	Strategies for Lack of Knowledge Regarding Program Benefits	Students	Teachers	Others
P03	Provide announcements to local radio stations, newspapers, and appropriate electronic media about program activities/benefits	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
P99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Lack of Transportation to Program Activities

#	Strategies for Lack of Transportation	Students	Teachers	Others
Q01	Provide transportation for parents and other program beneficiaries to activities	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Q02	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Q03	Conduct program activities in community centers and other neighborhood locations	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Q99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Other Barriers

#	Strategies for Other Barriers	Students	Teachers	Others
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			

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